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ABSTRACT

Helping students develop realistic career goals is a shared responsibility of faculty, administrators, and student services personnel of Firelands Campus, a two-year branch college of Bowling Green State University. Career development at Firelands involves the dean's office, admissions office, veterans affairs office, placement office, and faculty (both technical and general studies). As a result, innovative programs are initiated that extend beyond the campus to include industries and businesses in a three-county area. Students develop realistic decision-making skills by participating in recruitment at county fairs and festivals, serving on vital campus committees, and are voting members of a Planning Team, a unique campus-wide council which reviews the mission and goals of Firelands Campus, approves budget requests, and reviews departmental objectives and needs. Administrators visit area industries and businesses to explain various academic programs, faculty members are part of a team that visit area high schools, more than 50 leaders of local businesses and industries serve as advisers on academic committees, and faculty are involved in placement resources for Firelands graduates. This team approach has resulted in a greater sensitivity to realistic career decision-making as part of the total educational process rather than a counseling process. (Author)

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CAREER PLANNING AND PLACEMENT FOR FIRELANDS CAMPUS

A PROPOSAL

WITH

GOALS AND OBJECTIVES

By

Robert F. Marrer, Ph.D.
Coordinator of Counseling and Placement Services

February, 1975

CG 010 633

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

Rapid changes in our society have created an entirely new environment of new aspirations, new careers, and a potential for occupations twenty-five years from now that have yet to be defined. "What do we say to our students when we realize that a significant fraction of them will end up in a profession that hasn't been invented yet?" This question, posed by President Kemeny of Dartmouth College, challenges career counselors and placement directors in higher education to develop innovative, flexible approaches and programs. This need for new perspectives in career counseling and placement services is reinforced by the fact that twenty years ago, one out of every four jobs required only muscle and a willingness to work. Today, only 5% of the available jobs in the United States require no education and no specific job skills.[1]

Placement Services at Firelands Campus: 1970-74

The need to develop placement services at Firelands Campus began in 1969, when the Ohio Board of Regents designated Firelands Campus to offer technical, career-oriented programs leading to a two-year Associate Degree in addition to the mission of providing two years of pre-baccalaureate courses for degree programs of Bowling Green State University. In 1971, the Ohio Board of Regents urged Ohio's public systems of higher education to consider "the status of technical education as a worthwhile, integral part of higher education must be enhanced."[2] Implicit in the concepts of "worthwhile" and enhanced" is the notion of effective career counseling and placement services.

A 1973-74 proposal for career planning, written by the Director of Student Services, Robert Clasen, expressed the need for a more formalized, professional approach to placement services. Specifically, the proposal recommended establishing rapport with area businesses, developing seminars on various aspects of obtaining employment, dissemination of career information to students, and developing a consistent approach to providing general Firelands information and data about Firelands graduates to area employers.[3]

North-Central Association Institutional Self-Study

The 1974 Self-Study recommended a more coordinated approach to placement at Firelands Campus; one that would provide mutually beneficial services to both the campus and area businesses (pp.132-133). The North Central Exit Report (Nov. 20, 1974) expressed concern for developing counseling in personal and career areas.

In September, 1974, a Coordinator of Counseling and Placement Services position was established at Firelands Campus. His specific duties, as described in the June 1, 1974 position description included: (1) developing placement services for career-education graduates, and (2) developing and operating a career planning program for students, including the establishment of a career resources center.

Although some may question the feasibility of combining both personal, psychological counseling services AND placement services under one coordinator, there is ample evidence supporting this administrative structure.

> "Placement today...is far more than connecting individuals with jobs. Placement is a means of helping students understand themselves through counseling, of aiding in the clarification of life goals..." [3]

> "Counseling is the heart of the placement function...What then is important in placement? It is the counseling function." [4]

> "Hopefully, the day will come soon when counseling and placement functions will come under one roof closely integrated in the best interest of the student." [5]

The tendency to combine counseling services with placement services has been recommended by the National Vocational Guidance Association and the National Association of Student Personnel Administration.

The goals and objectives of the Career Counseling and Placement Office, as developed and recommended in this proposal explicate how placement and career counseling can become a functional part of the total educational process of Firelands Campus.

I CAREER PLANNING GOALS

A 1973 national study of approximately 32,000 high school students reported 73 to 78% of the students perceived a need for help in making career plans.[6] Half of the students reported that they received little or no help with career planning. There is no evidence that this need and the lack of response to that need is resolved prior to the student entering college.

A basic function of the Counseling and Placement office of Firelands Campus is to help students develop an awareness of their self-concept, their interests and abilities, and relate this awareness to career decisions.

GOAL #1: TO PROVIDE EDUCATIONAL AND CAREER COUNSELING SERVICES THAT WILL HELP STUDENTS DEVELOP REALISTIC CAREER GOALS CONSISTENT WITH THEIR INTERESTS, ABILITIES, AND SELF-CONCEPT.

The purpose of any educational institution is to educate. Although the office of Counseling and Placement Services at Firelands is specifically charged with coordinating career planning services, a successful career educational program must be a shared responsibility.

GOAL #2: TO COORDINATE AND SUPPORT FACULTY MEMBERS OF FIRELANDS CAMPUS IN FORMULATING THE CAREER IMPLICATIONS IN THE COURSE CONTENT THEY TEACH; PROVIDING THEIR STUDENTS WITH INFORMATION OF THE RELATIONSHIP OF A PARTICULAR COURSE TO POSSIBLE CAREER SKILLS.

The career planning model, described in this proposal, requires the involvement of Student Services and various administrative personnel of Firelands Campus as participants in their specific area of expertise.

GOAL # 3: TO INVOLVE THE ADMISSIONS, VETERANS AFFAIRS, REGISTRAR OFFICE, PUBLICITY, AND LIBRARY PERSONNEL IN CAREER PLANNING BY UTILIZING THEIR AREAS OF STUDENT SERVICES AS THESE RELATE TO CAREER PLANNING AND PLACEMENT.

Recognizing the rapidity of change in contemporary society and its growing impact upon diversified work opportunities, a need exists to maintain an up-dated career resource center for occupational information.

GOAL # 4: TO ASSIST STUDENTS IN DEVELOPING A REALISTIC AWARENESS OF CAREER POSSIBILITIES BY PROVIDING THESE STUDENTS WITH CURRENT CAREER INFORMATION AND RESOURCES.

The career counselor's role is that of motivating the student to evaluate himself, his educational background, career interests, job values, and the employment opportunities available to him. The career counselor cannot and must not assume responsibility of making decisions for the student. Career planning and counseling may take many forms; the use of career interest inventories, advising a student about the availability of summer employment; assisting a student in preparing an adequate resume; providing the student with accurate information concerning the low employment potential of certain careers. Whatever form the career counseling may take, the responsibility of making career decisions rests with the counselee.

GOAL #5: A MAJOR PURPOSE OF CAREER PLANNING AND COUNSELING IS TO HELP THE STUDENT HELP HIMSELF AND BE RESPONSIBLE FOR HIS CAREER DECISIONS.

II PLACEMENT GOALS

Placement services, like career planning services, must be a functional part of the total educational process at Firelands Campus. Placement services are facilitated by the fact that more than 50% of the full-time students already have part-time employment. It is estimated that three out of every four part-time students are employed. These work experiences provide the opportunity for students to develop work values and realistic occupational goals.

As a branch campus of Bowling Green State University, Firelands Campus has access to the facilities and personnel of the Main Campus. Placement information and resources from the Placement Office of Bowling Green State University will be utilised for the benefit of the Firelands student.

GOAL # 6: INFORMATION AND RESOURCES OF THE PLACEMENT OFFICE OF BOWLING GREEN STATE UNIVERSITY WILL BE USED, ADAPTED, AND MADE AVAILABLE TO ALL FIRELANDS CAMPUS STUDENTS.

GOAL # 7: PLACEMENT SERVICES AT FIRELANDS CAMPUS WILL INCLUDE THREE CATEGORIES: (1) FULL-TIME EMPLOYMENT PLACEMENT FOR ASSOCIATE DEGREE CANDIDATES; (2) PART-TIME AND SUMMER EMPLOYMENT; AND (3) OCCASIONAL EMPLOYMENT OPPORTUNITIES THROUGH Y.E.S. (YOUTH EMPLOYMENT SERVICES).

Just as the need exists for faculty involvement in career planning education, so too, the expertise and interest by faculty , especially those in the Industrial and Business education areas should continue to be utilised in providing placement opportunities.

GOAL #8: PLACEMENT SERVICES AT FIRELANDS WILL COORDINATE THE RESOURCES AND BUSINESS/INDUSTRIAL CONTACTS OF FIRELANDS FACULTY.

An essential dimension of Placement Services includes a realistic appraisal of the employment potential in the immediate five county area (Erie, Huron, Ottawa,

Sandusky and Lorain). Preliminary research indicates the existence of approximately 470 businesses and industries in this area.

GOAL #9: SPECIFIC IDENTIFICATION DATA ON EMPLOYMENT RESOURCES IN THE FIVE COUNTY AREA WILL BE COLLECTED BY THE PLACEMENT OFFICE. THIS INFORMATION WILL INCLUDE NUMBER OF EMPLOYEES, PRODUCTS AND SERVICES OF THE RESOURCE, EMPLOYMENT POTENTIAL.

GOAL #10: SPECIFIC INFORMATION ABOUT FIRELANDS STUDENTS SEEKING EMPLOYMENT WILL BE PROVIDED TO INTERESTED AREA EMPLOYERS.

The Placement Office will help the Firelands student help himself by providing the student interested in employment with job-hunting techniques and information on prospective employment possibilities.

GOAL #11: TECHNIQUES OF WRITING RESUMES AND LETTERS OF APPLICATION, INTERVIEW BEHAVIOR, AND AREA EMPLOYMENT POSSIBILITIES WILL BE AVAILABLE TO ALL FIRELANDS CAMPUS STUDENTS.

In the placement process, a significant amount of data information will be accumulated. This information, if studied, analysed, and shared with other members of the Firelands Campus community will provide insights into future goals and objectives of the career counseling and placement services.

GOAL #12: THE PLACEMENT SERVICES WILL INCLUDE A RESEARCH DIMENSION; GATHERING DATA FROM FIRELANDS CAMPUS ALUMNI, CURRENT STUDENTS ENGAGED IN PART-TIME OR FULL-TIME EMPLOYMENT, AND AREA BUSINESSES AND INDUSTRIES.

III BEHAVIORAL OBJECTIVES FOR CAREER PLANNING GOALS

Goal # 1 : To provide educational and career counseling services that will help students develop realistic career goals consistent with their interests, abilities, and self-concept.

Behavioral Objectives:

1. At the beginning of each academic quarter, the scope of counseling services available to Firelands students will be publicised through The Lamp and other means of advertising (posters, brochures, bulletin boards).

2. A variety of career information, career monographs, leaflets, newspaper articles will be posted on the Career Counseling News bulletin board located in the student lounge area. Bulletin board items will be changed at least once a month.

3. Career information articles, giving specific details on particular occupations will be written and published weekly in the Career Corner column of The Lamp.

4. Regular office hours for counseling will be maintained and posted. The Firelands counselor will also be available at least one evening a week for additional counseling availability.

5. The ACT Interest Inventory profiles on entering students will be used as a means of diagnosis of needs, clarification of career interests. Students, whose ACT profiles are on file in the Counselor's office, will be contacted by mail to arrange for an interview with the Counselor.

6. The availability and value of the Strong-Campbell Vocational Interest Blank as a means of clarifying career interests will be publicised to both students and faculty and its usage will be encouraged.

7. Faculty and administrative personnel will be contacted by memorandum and personal contact to continue making referrals to the Counselor's Office of students in need of counseling services.

Goal # 2 : To coordinate and support faculty members of Firelands Campus in formulating the career implications in the course content they teach; providing their students with information of the relationship of a particular course to possible career goals.

Behavioral Objectives:

1. To provide humanities, science, and social science faculty members with career information indicating the relationship of their specific courses to possible occupations. (Samples of mathematics and English related occupations are included in the Appendix of this report.)

2. The availability of the Counselor for guest lectures in various classes, presenting programs on career planning, will be indicated to faculty through individual contacts.

3. With the cooperation of the Firelands Administrative Assistant, academic areas as they relate to various occupations will be compiled into brochure or leaflet format.

4. Faculty and the coordinator of student activities will be informed of films, lectures, and other programs relating to career education and requested to announce and publicise these career education programs in their classes. The student activities coordinator will be requested to publicise these programs through the media under his direction.

Goal # 3: To involve the admissions, veterans affairs, registrar , publicity, and library personnel in career planning by utilizing their areas of student services as these relate to career planning and placement.

Behavioral Objectives:

1. The Counselor will participate in the Career Exploration proposal involving high school students as developed and submitted by the Firelands Admissions Office.

2. Whenever feasible, the Counselor will accompany the Admissions Counselor to area high schools, informing high school students of the counseling and career development services available through the Counseling office.

3. Referrals from the Veterans Affairs Office will continue to be encouraged, especially in those cases when veterans are considering becoming Firelands students but are uncertain of future career choices.

4. Resources, career information data, and other materials relating to career planning that are mailed to the Firelands Director of Student Services will be forwarded to the Counselor for appropriate action.

5. News releases relating to career planning and placement services at Firelands will be submitted to the Administrative Assistant for release to area publications.

6. Career and occupational information resources, college catalogues, audio-visual resources, will be requested of the librarian within the limits of her budget to be available to students and faculty. The availability of these resources will be publicised through the Counselor's office.

Goal # 4: To assist students in developing a realistic awareness of career possibilities by providing these students with current career information and resources.

Behavioral Objectives:

1. A career resource center will be maintained in room 139, adjacent to the Counselor's office. A copy of the current Occupational Outlook Handbook, area businesses and industries listings, descriptions of various careers and occupations catalogued in alphabetical order, will assist students in making career decisions.

2. Additional career materials will be ordered from selective sources out of the Counseling-Placement budget.

3. Career information will be ordered from associations listed in the Occupational Outlook Handbook as a continuing project. Materials received will be used for Career Corner articles, bulletin board displays, files on particular occupations.

4. As information on career/occupational opportunities is received from area businesses and industries, this data will be made available to students interested in area work opportunities.

5. Career information received from the Placement Office of Bowling Green State University will be utilised and publicised according to the needs of Firelands students.

6. If warranted by expressed student interest, seminars or workshops on career development will be scheduled at Firelands Campus. The resources of the Counseling Center at Bowling Green State University will be tapped for these programs since the Center is, currently, endeavoring to present this type of workshop.

Goal # 5: A major purpose of career planning and counseling is to help the student help himself and be responsible for his career decisions.

Behavioral Objectives:

1. The career counseling concept that a person has interests and abilities suitable for several careers or occupations will be emphasised in career planning.

2. The concepts of responsibility and individual decision-making as a dimension of career motivation are integral parts of career counseling process and the counselor will emphasise the need for self-evaluation.

3. The counselor's responsibility in a career exploration counseling session will be to provide the student-counselee with current data, resources, information, and test data and encourage the client to develop a program of academics and work experiences conducive to a fulfilling career goal.

IV BEHAVIORAL OBJECTIVES FOR PLACEMENT GOALS

Goal # 6: Information and resources of the Placement Office of Bowling Green State University will be used, adapted, and made available to all Firelands Campus students.

Behavioral Objectives:

1. Employment Opportunities listings from the main campus Placement Office are mailed to the Firelands Counselor. These are posted on the Employment News bulletin board (hallway area outside Counselor's office) and after a month are filed as a permanent resource.

2. The Focus on Careers and Job Trends sheet published by the main campus Placement Office is mailed to the Firelands Counselor and are utilised for Career Corner articles and other means of publicity.

3. The Placement Manual, employment application forms, and other materials available from the main campus Placement Office will be adapted for usage by the Firelands Campus Placement Office.

4. Placement services at Firelands will be limited to Associate Degree candidates for full-time employment. Seniors at Firelands Campus will be referred to the main campus placement services.

5. Communication between the Firelands Counselor and the main campus Placement Director have been established and will be maintained and strengthened through correspondence and personal conferences.

Goal # 7: Placement services at Firelands Campus will include three categories:
(1) full-time employment placement for Associate degree candidates;
(2) part-time and summer employment; and
(3) occasional employment opportunities through Y.E.S. (Youth Employment Services

Behavioral Objectives:

1. At the beginning of each quarter, when the names of potential Associate degree graduates are available, a letter will be sent to each candidate, requesting information regarding need for employment, transferring into baccalaureate program, and the opportunity to meet with the Counselor to develop a placement file. (Copy of letter sent to all Winter, 1975 Associate degree candidates is included in the Appendix of this report.)

2. Associate degree candidates wishing to initiate placement procedures will be provided with materials describing methods of preparing a resume, employment application forms, letters of reference forms, and other materials of value to a placement file.

3. Associate degree candidates wishing to initiate a placement procedure will be provided with data on employment possibilities in the five county area.

4. The Counselor will request from the Registrar's Office an official transcript of the candidates academic record for inclusion in the candidate's placement file.

5. If the Associate degree candidate requests that the Placement Office of Firelands Campus mail a copy of his credentials to potential employers; two mailings of the complete placement file will be sent without charge to the student. Any mailings in addition to the first two will require a $1.00 fee per mailing. (Bowling Green State University charges a $1.00 fee for every mailing of a complete copy of placement file to prospective employers.)

6. During the Winter Quarter of each academic year, students interested in summer employment will have the opportunity to fill out summer employment application forms. Announcements of summer employment applications will be publicised through The Lamp and bulletin board posters.

7. Summarised resumes of summer employment applications will be sent to all area employers who have indicated a need or interest in employing Firelands students for summer employment.

8. Specific attention will be given to students seeking summer employment related to their area of academic concentration, e.g. drafting and design. These applicants will be referred to specific area employers who have indicated an interest in employing students with specific technological-business skill training.

9. Students interested in part-time, temporary work opportunities will be interviewed by the Counselor, and their availability for employment will be publicised through a monthly YES(Youth Employment Services) sheet, describing the category of temporary employment resource.

10. Persons interested in using YES will contact the Counselor and he will inform the student of the potential employer, the type of work requested, and other details furnished by the potential employer. The student will initiate the interview with the prospective employer.

11. An appraisal of the student's work will be requested from the employer and, if the report is unsatisfactory, the student will be interviewed by the Counselor to determine his eligibility to continue in the YES program.

Goal # 8: Placement services at Firelands will coordinate the resources and business/industrial contacts of Firelands faculty.

Behavioral Objectives:

1. A Placement Advisory Board, composed of the Counselor, Director of Student Services, Assistant Dean, three technology-business education faculty, and three community business/industry personnel will be formed and operationalised before June, 1975.

2. The Placement Advisory Board will meet to determine employment potentials in the general, five county area, develop resources, and suggest procedures to maximise the efficiency of the Firelands Placement Services.

3. The resources, business-industrial contacts, and knowledge of their students' competencies by the technological and business education faculty will be utilised in the Firelands Campus placement activities. Requests from area employers for potential student employees will be provided particular faculty members. They will be requested to recommend candidates for a particular employment, if available.

4. Placement of Associate degree graduates by technology and business education faculty has been successful in the past and should be encouraged to continue. The role of the Counselor in these instances will be to coordinate the placement process and be informed of the placement activities by the faculty.

5. The Firelands Campus Counselor will facilitate the placement activities of the technology and business education faculty by (a) providing specific employment openings received from area employers; (b) providing resources of the Placement Office in assisting faculty and students in preparation of resumes, techniques of interviewing, and informational data on area employers. In general, the interaction between the Counselor and the technology and business education faculty will be one of mutual assistance.

Goal # 9: Specific identification data on employment resources in the five county area will be collected by the placement office. This information will include number of employees, products and services of the resource, employment potential.

Behavioral Objectives:

1. The process of gathering specific data on employment resources in the five county area was initiated by the Counselor during the Winter Quarter, 1975. Descriptions of the six technology programs at Firelands Campus were sent to approximately 400 area businesses and industries.

2. Letters to executives of area businesses and industries accompanied the technology program descriptions together with a request for employment information. (Copies of the letter and employer information sheet are included in the Appendix of this report.)

3. Gathering specific information on area businesses and industries as a means of determining employment potential is an on-going, continuous process as employer personnel change, new businesses are established in the area, and former businesses are discontinued or move to different locations. The Counselor will continue to gather specific employment resources so as to develop an accurate, up-dated employment potential data bank.

4. Employment data will be compiled to include the following information: employer services and/or products; size of employee potential; qualifications sought in employees; opportunities for part-time, summer, and full-time employment; specific educational needs of the business or industry that might be met by Firelands or the Main Campus; and types of publications from Firelands Campus that area employers are interested in receiving.

5. With the cooperation of the Administrative Assistant, an effort will be made to use the computer facilities of Firelands Campus to program the data received so that types of available employment, products and services of area employers can be retrieved in a variety of combinations for the benefit of both students and technology and business education faculty.

6. Application forms and procedures for Civil Service Examinations (PACE) will be publicised and made available through the Firelands Placement Office.

Goal # 10: Specific information about Firelands students seeking employment will be provided to interested area employers.

Behavioral Objectives:

1. Area employers will be invited and encouraged, by correspondence and personal contact to use the resources of the Placement Office of Firelands Campus as an employee potential for the three categories of employment described in goal # 7.

2. Prospective employers wishing to interview students on campus will be provided space facilities for interviewing in the Career Resource Center, Room 139-N.

3. An abbreviated resume of individual Firelands students seeking summer or part-time employment will be mailed to area employers at least once a year.

4. Opportunities for off-campus volunteer work experiences relevant to students' career goals will be expanded through greater usage of relevant human services community organizations, e.g. VIA, Youth House, Community Action Committee.

Goal # 11: Techniques of writing resumes and letters of application, interview behavior, and area employment possibilities will be available to all Firelands Campus students.

Behavioral Objectives:

1. Booklets describing methods of preparing resumes, techniques of letters of application, guidelines for interview procedures, and employment application forms have been prepared by the Placement Office and are available to students and faculty.

2. Copies of Making the Most of Your Job Interview, published by New York Life Insurance Company, have been ordered and will be included in the career placement packet.

3. Copies of Simplified Job Resume Preparation Kit, a 55 page booklet published by Hadley Resume Service, have been received for distribution to Associate degree candidates.

4. The Counselor will inform faculty of the availability of the materials indicated above as well as his personal availability to discuss these placement materials and distribute them within a classroom setting if invited by interested faculty members.

Goal # 12: The Placement Services will include a research dimension;gathering data from Firelands Campus alumni, current students engaged in part-time or full-time employment, and area businesses and industries.

Behavioral Objectives:

1. Technology and business education faculty will be requested to provide the Counselor with data, including names of former students who have been placed in employment situations by these faculty members.

2. Names and addresses of all Associate degree graduates of Firelands Campus will be obtained from either the Registrar Office or Assistant Dean's Office.

3. Associate degree alumni of Firelands Campus will be contacted by mail and requested to provide survey information relating to their current employment, level of work satisfaction, future plans, and other self-perceptual data.

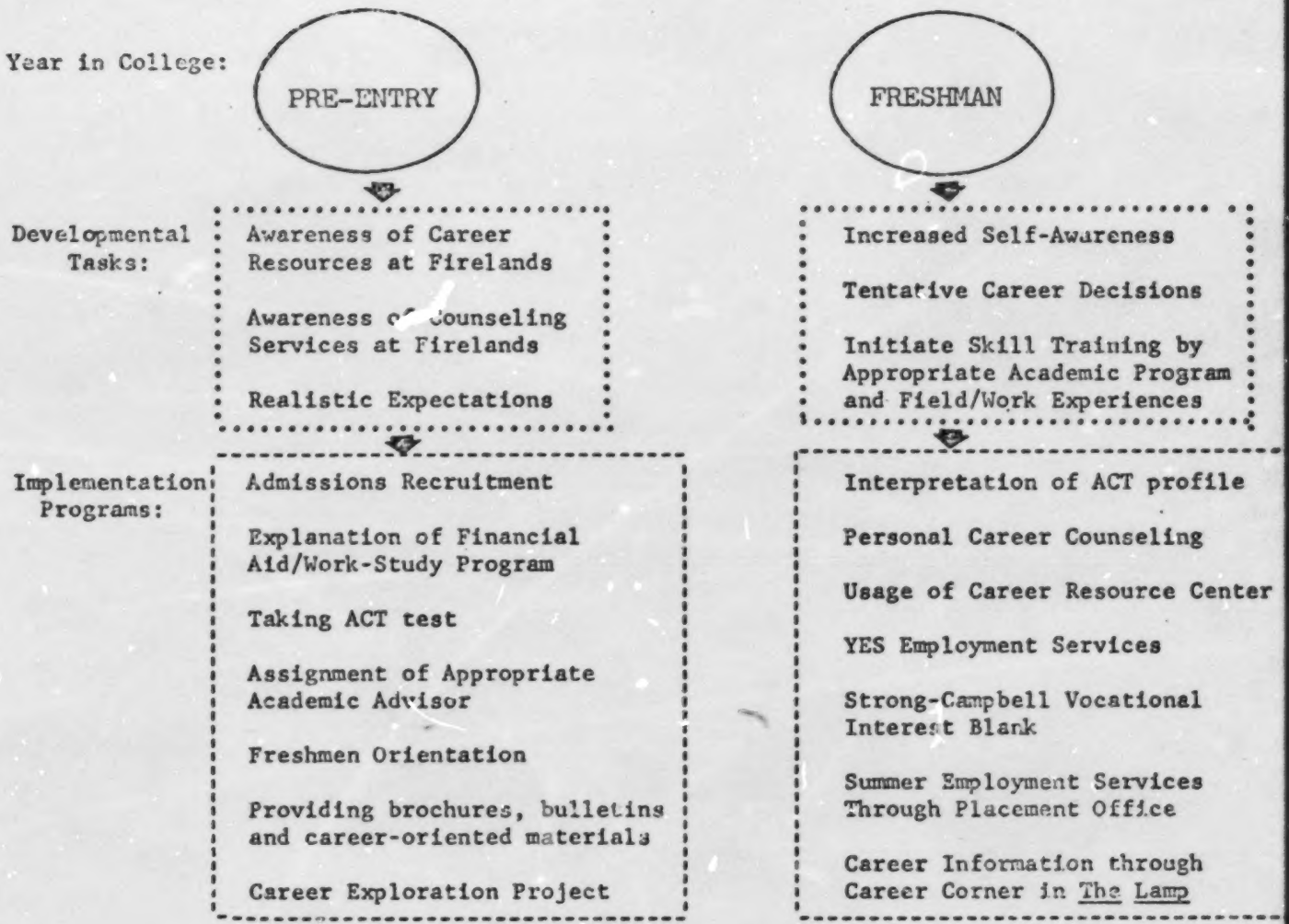
4. Career interest and career choice data from the ACT and CPP inventories will be analysed to provide a profile of career trends and occupational interests of students entering Firelands.

5. A survey will be conducted among registered students to obtain a profile of their part-time or full-time current work experiences.

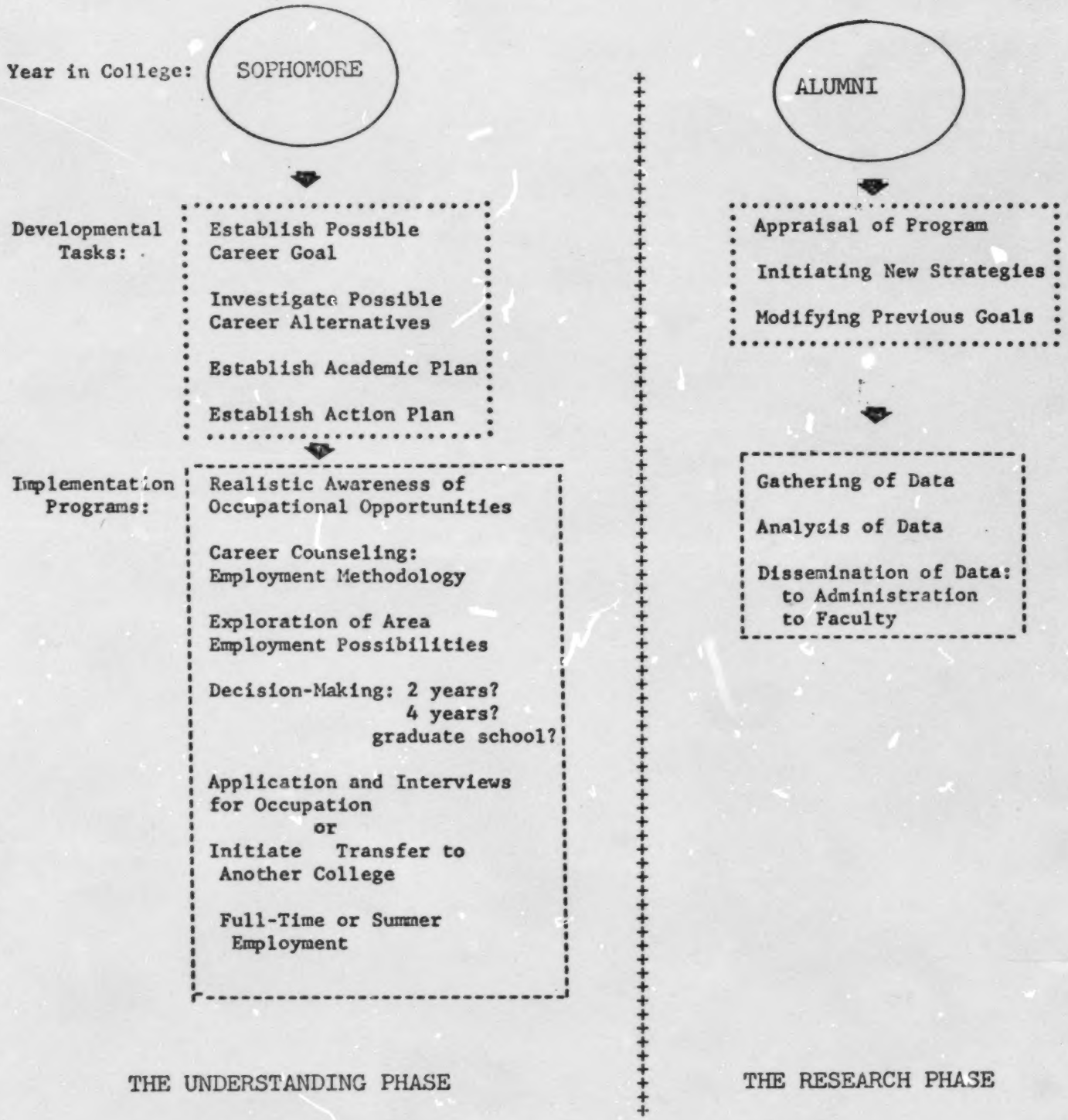
6. The data accumulated from objectives 3,4, and 5 (above) will be descriptively analysed and compiled into a research report.

7. Goals and behavioral objectives for the career planning and placement services at Firelands Campus will be modified, altered, or expanded on the basis of the information and trends revealed through the research report.

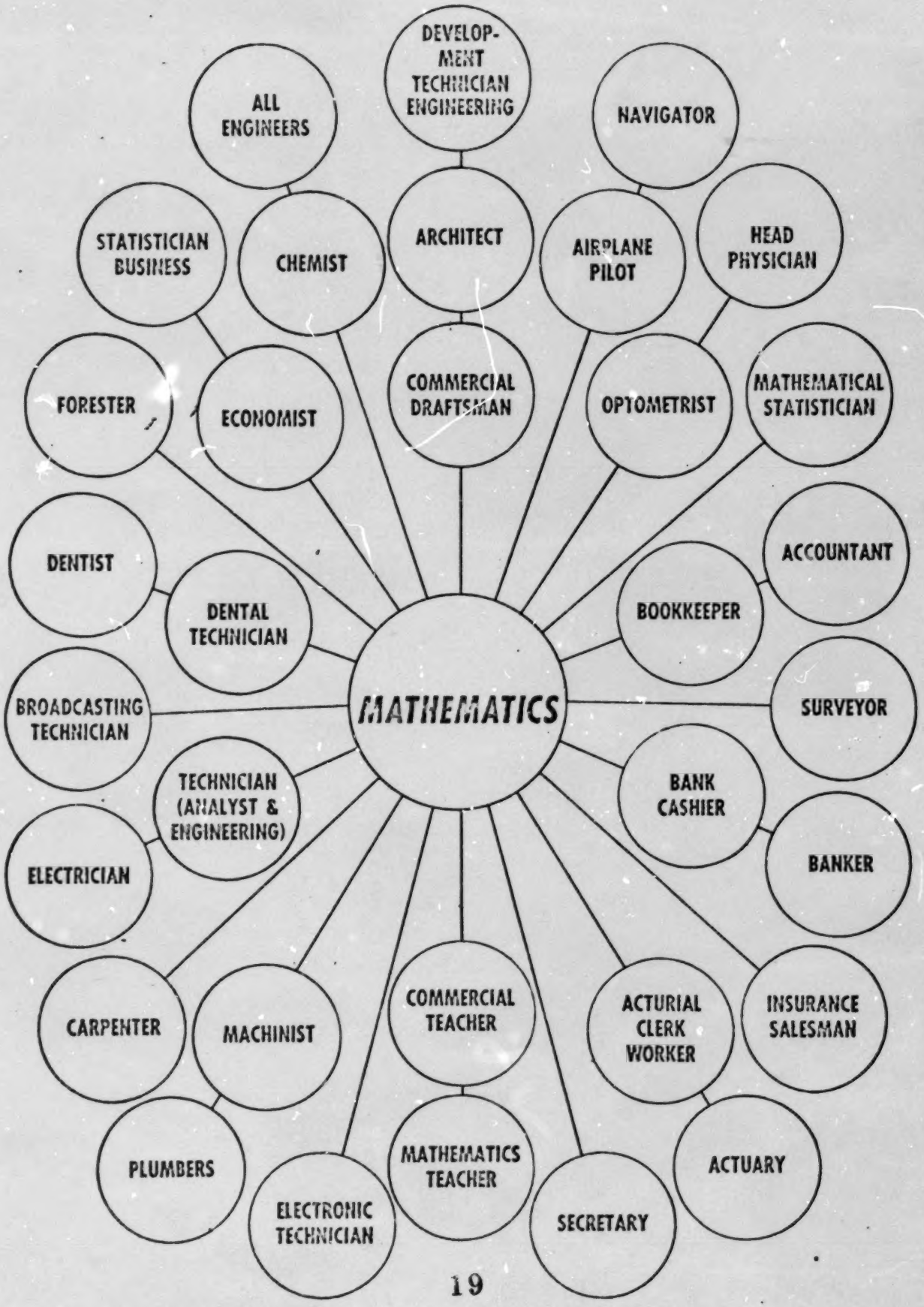
V. A MODEL FOR CAREER PLANNING AND PLACEMENT SERVICES



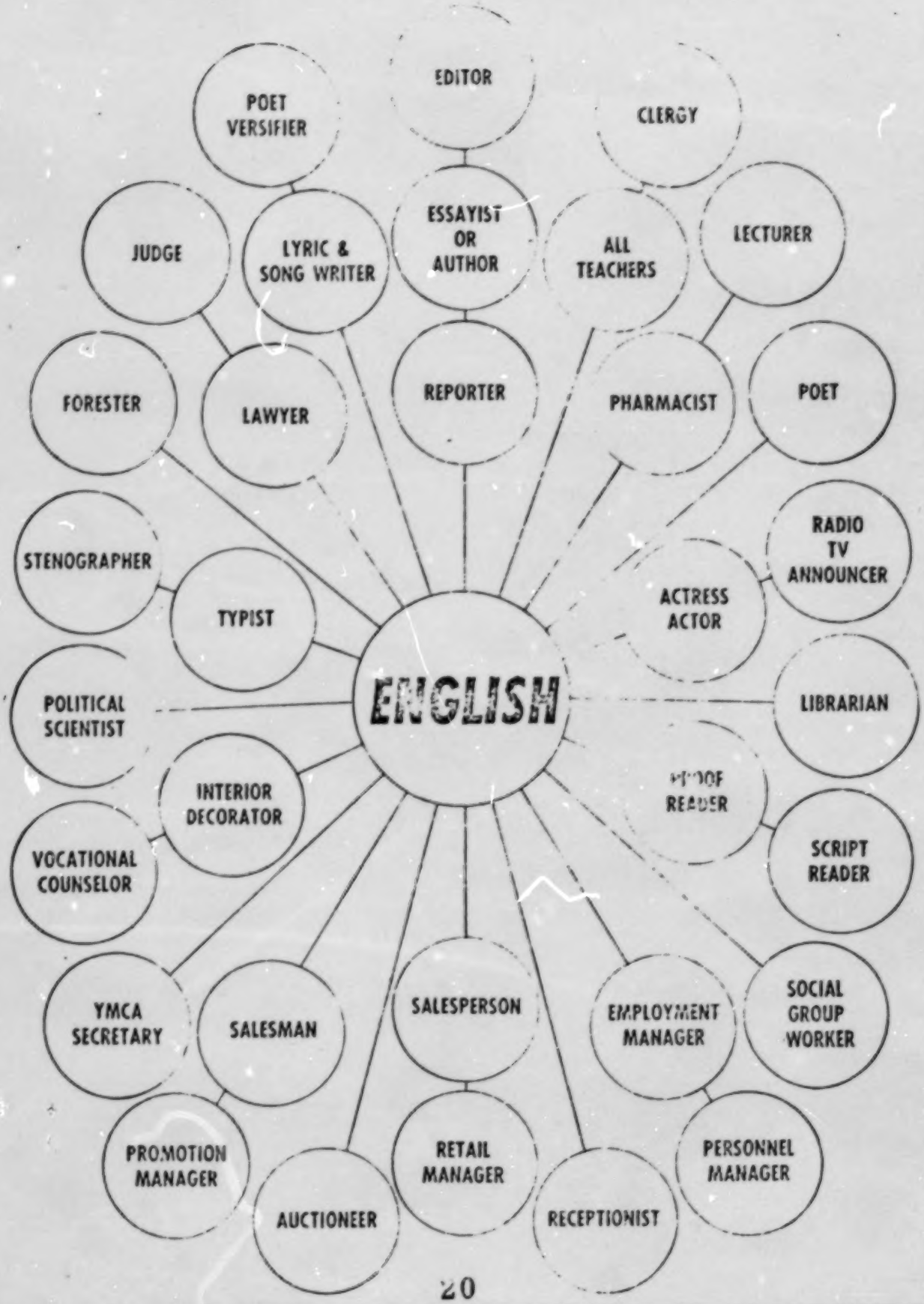
THE EXPLORATION PHASE


Year in College:
SOPHOMORE
ALUMNI
Developmental Tasks:
Establish Possible Career Goal
Investigate Possible Career Alternatives
Establish Academic Plan
Establish Action Plan
Appraisal of Program
Initiating New Strategies
Modifying Previous Goals
Implementation Programs:
Realistic Awareness of Occupational Opportunities
Career Counseling: Employment Methodology
Exploration of Area Employment Possibilities
Decision-Making: 2 years? 4 years? graduate school?
Application and Interviews for Occupation
or
Initiate Transfer to Another College
Full-Time or Summer Employment
Gathering of Data
Analysis of Data
Dissemination of Data: to Administration to Faculty
THE UNDERSTANDING PHASE
THE RESEARCH PHASE

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MATHEMATICS



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH



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